

Outlook

The University of Maryland at College Park Faculty and Staff Weekly Newspaper • Volume 10 Number 20 • March 5, 1996

University's Strategic Planning Process Nears Completion

It's well over 8,000 words long in its final draft form. It has been a year and a half in preparation. And literally hundreds of members of the university community have contributed their insights, their time and their best hopes for the University of Maryland in making it happen.

The strategic plan is nearing completion.

On Feb. 22, Pres. William E. Kirwan forwarded the plan to the College Park Senate's executive committee, noting that, "The plan has been endorsed by the vice presidents, APAC [the Academic Planning Advisory Committee] and the Council of Deans. I ask now for the senate's endorsement following its review."

Now, after review by the senate executive committee, the plan will move to the full senate for consideration this Thursday, March 7 (3:15 p.m. in 0200 Skinner Bldg; the meeting is open to all members of the university community). Once that body's recommended changes have been incorporated, the strategic plan will be implemented, guiding the university's priorities and allocation of resources for the next five years.

The process that led to Thursday's examination of the plan began in the fall of 1994, when Daniel Fallon, vice president for academic affairs and provost, charged all units of the university with developing their own strategic plans. That part of the process, which took much of the 1994-95 academic year, culminated in a series of individual plans that were ultimately incorporated into plans for each of the university's major organizational units, much like streams flowing into broader tributaries.

The plans for the major organizational units of the university were then presented and discussed in "show-and-tell" sessions with the president and vice

presidents last spring. After further review and modification, those plans were incorporated into the first draft of a university-wide plan that Provost Fallon presented to the College Park Senate for comment on Sept. 14, 1995. Once the plan had been modified to reflect the comments and recommendations of the senate, it moved to the President's Office for review and revision. The final result was the document to be considered by the senate this Thursday. *[The resolution issued by the senate executive committee, following its review of the plan on Feb. 23, will be found in the Strategic Plan insert.]*

As befits a complex institution with many parts, the plan likewise is complex and deals with many issues facing College Park in the next five years. It is notable for having grown organically out of the deliberations of a wide range of faculty and staff, instead of having been imposed from above. It also has been based on the realities of resource limitations, rather than optimistic projections and "wishful thinking." And it addresses the kinds of difficult decisions the university will have to make in choosing what it will—and will not—become.

Essentially, the plan is based upon the role of College Park as the state's flagship institution, defined and ratified by the legislature in 1988. To fulfill that mandate, the plan's authors observe, requires that the university have:

- Outstanding research units in core arts and science areas as well as in technology, business, and public and social policy.
- A quality of undergraduate education on a par with the nation's leading public research universities.

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The Classified Relations Committee met with Pres. William E. Kirwan to discuss life in a multicultural world. Pictured above, from left, are: Larry Marcu, Monica Herrera, Denise Cross, Pres. Kirwan, Pat Richardson-Lewis, Lynn Thomas, Kathryn Karam, Anni Schneider and Alla Balannik. Other members of the committee who are missing from the photo are: Andrianna Stuart, Angie Bass, Shirlene Chase, Vicky Foxworth, Corey Norris, Jack Purves and Victoria Szepes.

Classified Committee Contributes to Diversity Awareness on Campus

Increasing awareness about the unique experiences and skills of the classified workers at the university and making connections between classified employees and students are major goals of the Classified Relations Committee, created in late 1995 as part of the university's Diversity Initiative Steering Committee.

Committee co-chairs Pat Richardson-Lewis and Lynn Thomas want people to know that the committee is interested in what people have to say. "We're trying to get ideas from people about multicultural issues that exist on campus, particularly with classified staff," says Richardson-Lewis.

In November, a reception and informal open forum introduced the committee to campus and encouraged all classified employees to share their ideas on diversity. The purpose and goals of the committee were announced and a variety of contests opened the lines of communication. Also, employees marked their family's country of origin on a world map to illustrate the range of cultures represented.

A "5,000 people, 5,000 ideas" contest asked how to improve diversity on campus. It generated many ideas that are being considered as future projects, including an inter-religious choral song-fest, a multicultural bag-lunch rap session and incentive programs to encour-

age employees to increase knowledge about diversity.

The ideas generated during the games were judged and winners joined Pres. William E. Kirwan for lunch and discussed the reception and life in a multicultural world.

One particular idea motivated the committee to organize an "electronic town meeting" as an avenue for open discussion between people from different groups. The meeting, scheduled for April 15 from 9 a.m. to noon at the AT&T Teaching Theater, will outline problems, issues and perceptions among classified employees in relationship to students, faculty and staff of the campus community. Members of various campus groups will be invited to anonymously answer questions regarding campus diversity issues and relationships that exist, or don't exist, between the different groups.

"The emphasis is on students and having them know classified staff exist on campus and how diverse they are," says Richardson-Lewis. She points out that the classified employees are multi-talented people with various skills and educational levels representing a wide range of ethnic groups. "They are an integral part of the campus and students need to know the positive aspects those people bring to the campus."

—KIRBY DICKEN

College Park Senate will Meet March 7

The College Park Senate will consider a resolution to endorse the university's strategic plan, presented for the first time by Pres. William E. Kirwan at the senate meeting on Thursday, March 7, at 3:15 p.m. in Room 0200 of the Skinner Building. The senate will also consider a resolution on proposed revisions to APT and UMCP policy on appointment and review of lecturers and instructors, as well as a resolution on the Four-Year Funding Plan.

For more information, contact the College Park Senate office at 405-5805.

Strategic Plan Nears Completion

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- A role as a catalyst for economic development in Maryland.

The plan then identifies three broad strategies in the university's efforts to achieve these objectives:

- The university must focus its resources in units that are—or could soon become—nationally renowned.
- The university will have to become far more entrepreneurial in finding new sources of revenue and building new partnerships.
- The university must allocate a greater portion of its resources in support of a limited set of priorities.

The heart of the draft strategic plan, though, is in its identifying five initiatives that will drive much of the university's efforts, and then laying out the actions to support those initiatives. The "Initiatives and Actions" section in the Strategic Plan insert includes excerpts from the plan describing each of the five initiatives, and summarizes the "specific steps" to support each initiative.

Where does the university go from here? The plan calls for the analysis and recommendations it contains to be reviewed, modified and approved by campus groups and officials. That process, which has begun with the release of the final draft, is expected to possibly take until the end of this semester.

Next will be the creation of an implementation plan that will assign responsibilities, determine timelines and specify resources available for the various initiatives. Finally, the plan will be set in place as the star the university will steer by over the next five years.

In its conclusion, the plan's authors note that, "The economic realities of our times mean that, if we are to succeed, units and individuals will have to focus their efforts on those particular aspects of the plan they are best able to support. This will not be easy. It will require that we all place a higher priority on pursuing our collective excellence than has been the case in the past."

That will be a tall order for an institution composed of parts as self-reliant, individualistic and diverse as those at the University of Maryland at College Park. The potential and the promise of the university, however, calls for nothing less.

—ROLAND KING

Governor's Summit on Gun Enforcement Gathers at University on March 14

Top law enforcement leaders from across the state will gather on campus March 14 for the Governor's Summit on Gun Enforcement to discuss new ways to reduce violations of laws against carrying concealed weapons.

Pres. William E. Kirwan and Irwin Goldstein, dean of the College of Behavioral and Social Sciences, will welcome Gov. Parris Glendening, Lt. Gov. Kathleen Kennedy Townsend, attorney general Joe Curran, U.S. Attorney Battaglia, state police superintendent David Mitchell and police chiefs and state's attorneys.

Professor Lawrence Sherman will lead the discussion based on recent research conducted by the department of criminal justice and criminology, under research grants from the U.S. Department of Justice.

New York City police commissioner William Bratton will give the closing address to the summit, which will plan how to focus more patrol resources in the gun crime hot spots where most gunshot injuries in Maryland occur.

Spring Break Deadlines for Outlook:

Because Outlook will not publish on March 19, the week of Spring Break, the March 12 issue and calendar will cover campus events up to March 26. Articles and calendar entries for the March 26 issue must be submitted to the Outlook office by Friday, March 8.

Diversity at UMCP: Moving Toward Community

Faculty to Address ECASU

Two faculty members are key speakers at the East Coast Asian Student Union's (ECASU) 18th annual conference held at the university this weekend, March 8-10.

The theme, "Building Bridges to Our Future: Actualizing Asian Activism," focuses on raising student awareness of problems that Asian Americans, especially Asian-American students, face.

Shelley Wong, assistant professor in the department of curriculum and instruction, and Phil Nash, adjunct professor in the department of American studies, will address the group of students which could number as many as 1,200. Wong will speak on educational issues confronting Asian-American students. Nash will highlight the societal and cultural roles historically played by Asian Americans.

Workshops on education, careers and goals, arts, unity and community, and social and political issues will aim to increase understanding about Asian student problems and to challenge the students to take steps in battling the injustices they face.

Cultural performances, an AIDS quilt panel dedication, a candlelight vigil, and other activities will strive to unite the students and create a strong, clear voice of activism. For information, call ECASU at 314-7121.

Women of Color Celebration Begins

Accomplishments and contributions to the campus community by women of color are being highlighted during the first annual Women of Color Week, March 4-8.

The week is sponsored by the Women of Color Committee of the President's Commission on Women's Issues. The commission was organized to help increase the effectiveness in identifying, understanding and addressing issues of importance to the multi-ethnic population at the university. The events of the week are:

Monday - A showcase in Stamp Student Union presents the history of the Woman of Color awards, past winners and cultural artifacts. The display will be up for two weeks.

Tuesday - A potluck dinner, 3-5:30 p.m. in the Maryland Room of Marie Mount Hall. Food from different cultures and conversation can be shared.

Wednesday - The Leadership and Academic Excellence awards program, 3-5 p.m. in the Colony Ballroom, Stamp Student Union. The award is sponsored by the Women of Color Committee to recognize outstanding students for their leadership and academic performance.

Thursday - The Woman of Color Award ceremony, 1-3 p.m. in the Multipurpose room in St. Mary's Hall. Multi-ethnic entertainment and keynote speaker Carmen Roman of the department of Spanish and Portuguese will celebrate the event. The ceremony culminates with recognition of the 1996 Woman of Color Award recipient.

Friday - A brown-bag lunch, 12-2 p.m. in the Maryland Room of Marie Mount Hall. Music and dance provided by student cultural groups highlight the event.

Women's History Month Calendar of Events

All Month
Exhibit of Women's Studies Resources
•Time: Library hours of operation
Location: McKeldin & Hornbake library lobbies
Sponsored by: Libraries

March 4-15
Women of Color Display Showcase
•Time: Stamp Student Union hours of operation
Location: Stamp Student Union 1st floor across from reservation Office
Sponsored by: Women of Color Sub-Committee of President's Commission on Women's Issues

March 5
Bread and Roses Jazz
•Women's acapella group (singing Bread & Roses) with short remarks.
Time: 11:30 a.m.-2:30 p.m.
Information: 314-7174
Location: Grand Ballroom Lounge, Stamp Student Union
Sponsored by: Committee on Undergraduate Women's Leadership (CUWL) Sub-Committee of President's Commission on Women's Issues

Potluck Dinner
•Different cultures share food & conversation.
Time: 3-5:30 p.m.
Information: 405-5615
Location: Maryland Room, Marie Mount Hall
Sponsored by: Women of Color Sub-Committee of President's Commission on Women's Issues

Film: "Kindertransport"
•Directed by Melissa Hacker
Time: 7 p.m.
Information: 405-4289
Location: Hoff Theater, Stamp Student Union
Sponsored by: Undergraduate and Jewish Studies

March 7
Women and Minorities Lecture
•Mildred Howard, an installation artist. Slide/lecture of her artwork.
Time: 12:30-1:30 p.m.
Information: 405-7790
Location: Rm. 1309 West Gallery, Art/Soc. Bldg.
Sponsored by: Department of Art

Sixth Annual Women of Color Award Ceremony
•Keynote Speaker: Carmen Roman
Time: 1-3 p.m.
Information: 405-5806
Location: St. Mary's Hall
Sponsored by: Women of Color Sub-Committee of President's Commission on Women's Issues

Colloquium
•"Moving Into the 21st Century: The Changing Roles of Women in Academia"
Time: 4-5 p.m.
Information: 405-7709
Location: Rm. 1101 Taliaferro Hall
Sponsored by: The American Studies Graduate Student Spring Colloquium

March 8
Dance/Music Brown Bag Lunch
•Featured Guests-various student cultural groups

Time: 12-2 p.m.
Information: 405-5615
Location: Maryland Room, Marie Mount Hall
Sponsored by: Women of Color Sub-Committee of President's Commission on Women's Issues

March 12
Journeys In Faith: The Stories of Three UMCP Women
•Faith and the spirit in the personal histories of three campus women. Sharing and discussion to follow.
Time: 4:30-6 p.m.
Information: 405-8450/405-8453
Location: Marie Mount Hall, Maryland Room
Sponsored by: UMCP Chaplains

"Representing Clitorrectomy: African and African American Feminist Discourses"
•Lecture by Professor Tuziyline Allen
Time: 7:30 p.m.
Information: 405-6877
Location: 0200 Skinner Bldg.
Sponsored by: Women's Studies Department

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Outlook

Outlook is the weekly faculty-staff newspaper serving the College Park campus community.

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Charting A Path to Excellence:

The Strategic Plan for the University of Maryland at College Park

Courtesy of • Outlook • The University of Maryland at College Park Faculty and Staff Weekly Newspaper

Initiatives and Actions: A Summary

The following is a summary of what the university proposes to do, and how we plan to do it. In summarizing the plan, we have omitted a considerable amount of relevant information. See the complete plan, which follows on page 3, for the full context and detail of the initiatives and specific actions.

Initiative One:

Offering High-Quality Education to Outstanding Undergraduates

"To a significant degree our task will be to find ways to capitalize on our present strengths and to solidify recent gains."

"But we must also provide incentives and rewards for those units eager to innovate, to break the mold of existing approaches to instruction, and deliver improved results. The primary role of the campus administration and college deans in this regard must be the same as that described under Initiative Four below: to encourage and inspire innovative efforts, rather than to conceive and institute new programs on their own. A central part of their task, to put it more bluntly, must be to remove resources from less effective programs and to reallocate them to units ready, willing, and able to improve the quality of the undergraduate experience."

"We should also focus a greater degree of attention to recruiting and retaining larger numbers of highly-qualified students . . . Here again the task of the administration will be to provide incentives to individuals and units to develop special recruiting measures, and to support those units that are able to deliver good results."

Specific Steps:

1. Increase funding for the University Honors and College Park Scholars programs, and establish additional living-learning units.
2. Increase merit scholarships and expand opportunities for undergraduates to participate in faculty research.
3. Provide incentives and rewards for units and faculty taking measures to enhance the quality of undergraduate programs and activities.

4. Increase the number of academically-talented students enrolling at College Park, with special emphasis on recruiting larger numbers of academically-talented minority students.

5. Conduct research on the quality of the undergraduate student experience, then make changes in policies and practices where needed, and allocate additional resources to the most successful units.

"The specific measures we will

propose . . . do not represent a

fresh start toward an altogether new

destination. Rather, they are ways

of capitalizing on the progress we

have already made. It is precisely

because we are already a very good

university that we can realistically

contemplate measures that will

enable us to become one of the

nation's best."

Initiative Two:

Building Cornerstone Programs of Excellence in Graduate Education and Research

"Most [of the university's doctoral programs] are above average, as categorized by the National Research Council or comparable professional assessments. A few rank among the very best in the nation. However, many do not . . . For too long, we have articulated a dream of world-class status while accepting the status quo when the lack of additional State funding thwarted our efforts to convert dreams into reality. It is time to take a different approach."

"Our overriding commitment must be operating only those programs that can measure up to the highest

standards of quality. Clearly, we now possess a number of strong graduate programs in science and technology, public policy, and the professional schools . . . One of our objectives must be to raise some of the Ph.D. programs within Arts and Humanities and Life Sciences into the 'distinguished' category."

Specific Steps:

1. Carry out a comprehensive review of the quality and potential of current master's and doctoral programs.
2. Develop a salary structure and fringe-benefits package that will enable us to compete effectively for outstanding faculty with the leading public research universities.
3. Attract larger numbers of minority and women faculty.
4. Develop recruitment/retention strategies for graduate students, especially underrepresented minorities and women, and monitor retention/graduation rates for all graduate students.
5. Establish graduate-fellowship and teaching-assistantship stipends competitive with peer institutions.
6. Develop innovative partnerships with federal laboratories and agencies to increase research opportunities in our strongest programs.

Initiative Three:

Increasing the University's Contribution to Society

"In recent decades . . . the provision of continuing education, executive-training programs, and other special educational services has been part of the official mission of University College, not College Park. Only in the past several years has the campus undertaken to capitalize on the vast research and instructional expertise of its faculty in order to respond more directly to the growing demand for instructional programs outside our regular curriculum. The plans submitted by the colleges make it clear that many units are ready and willing to increase these activities."

"In addition to expanding our continuing-education programs, we will also make it easier for those outside

the institution seeking technical assistance to identify and make direct contact with the appropriate members of our faculty."

Specific Steps:

1. Increase the number of high-quality executive and continuing education offerings in both degree and non-degree programs.
2. Provide permanent funding to support the provision of research expertise to State offices.
3. Make the university a national leader in research and outreach relating to urban education.
4. Create an organizational structure that will support and highlight faculty expertise in public-policy issues of state, national, and global significance.
5. Develop the new Center for the Performing Arts as the region's primary resource for the artistic expression of diverse cultures.

Strategies:

"First, to an unprecedented degree we will have to focus our resources in units that are—or could soon become—nationally eminent programs."

6. Create an Office of Private Sector Relations to better coordinate the university's economic development activities, to increase interaction with the business community, and to serve as a catalyst in university support of economic development.

Initiative Four:

Encouraging Entrepreneurship

"In today's environment it is unwise for any institution to rely on any one source of support, especially when that source is State government. University operations will stand on a far more secure financial footing when its revenues derive from many different sources."

"Among the possibilities: joint ventures with industry, executive education and other non-degree instructional programs; licensing and patenting; instructional television and technical-assistance centers. In each of these respects, under-developed entrepreneurial capacities represent the single most promising means for diversifying sources of revenue and securing a degree of financial stability even in the face of sharp fluctuations in State funding levels."

Specific Steps:

1. Develop guidelines to define appropriate forms of entrepreneurship.
2. Create budgetary incentives that will distribute revenues in ways that encourage units to be entrepreneurial.
3. Explore the creation of a "seed money" revolving fund to support entrepreneurial activities.
4. Devise ways to translate ideas into plans and plans into actions in the smoothest and most efficient manner possible. The aim of the administration will be to aid and empower faculty entrepreneurship rather than to manage entrepreneurial activities in campus units.

5. Assign the Director of Private Sector Relations responsibility for the development of innovative partnerships with state and regional firms.

6. Increase efforts to develop and market licenses and patents.

7. Support the development of the College Park Metro site to become a center for science/policy/high-tech organizations and businesses.

8. Redirect at least \$1 million of endowment earnings into building a stronger and more comprehensive fund-raising capability.

9. Launch a major capital campaign to endow faculty chairs, student scholarships and fellowships, libraries, and to garner corporate gifts for educational programs and technology infrastructure.

10. Raise at least \$20 million from private sources for the Maryland Center for the Performing Arts.

11. Establish an endowment to support our increasingly strong ties and extensive set of activities in Southeast Asia.

Initiative Five:

Rationalizing Resource Allocation and Administrative Operations

"Achieving the goals set out under our first four initiatives will require a thorough review of current funding levels in every unit . . ."

"At the unit level this means that department chairs must insure that they are utilizing their resources in an optimum fashion relative to the goals set out in this strategic plan . . ."

Strategies:

"Second, through both individual and unit activities, we will have to become far more entrepreneurial in generating new sources of revenue and establishing collaborative partnerships with external groups and individuals."

"At the college and campus levels, this will require a greater degree of budgetary discipline than has usually been in effect in the past. Recognizing that there will always be some unanticipated opportunities that demand special resource allocations, there must nevertheless be a firm commitment to avoiding an *ad hoc* distribution of resources based entirely on the most recent 'great idea.'"

Specific Steps:

1. Give special advantage, in all future resource-allocation decisions, to those units and individuals whose activities most directly advance strategic initiatives.

- The President and Provost will develop an annual budget process to afford each college and administrative division an opportunity to request additional resources as well as require them to explain how the planned expenditures will advance the goals set out in this plan.

Strategies:

"And third, we will have to discipline ourselves to allocate a greater portion of our organizational resources in accordance with a limited set of priorities."

- Based on these submissions, the President and Provost, in conjunction with the college deans, will remove resources from units judged to be less central to the university's strategic objectives, or less effective, or less efficient, and assign these resources to units better positioned to achieve excellence. All colleges, however, will be expected to develop at least some first-rank programs.
- The college deans, in concert with their faculties, will identify those units or programs that are—or could soon become—programs with a solid and documentable claim to national eminence. All college deans will be expected to develop plans for achieving excellence in those targeted areas, funded largely through internal reallocation and self-generated revenues.
- At the individual unit level, chairs will ensure that units adhere to exacting standards in faculty appointments and promotions, merit increment allocations, and in assessing the quality of research and instruction. They must also seek to link the unit's activities with the campus's broader strategic objectives.

2. Develop a plan for addressing and correcting existing deficiencies in campus library collections through creative utilization of existing area resources, electronic consortia, and other emerging information technologies.

3. Address the campus's information-technology needs, and maintain College Park on the leading edge of information technology into the 21st century.

4. Support fully the Business Process Reengineering project now underway; place special emphasis on creating "paperless" administrative processes.

5. Extend CQI efforts across the campus in order to increase the level of "customer" satisfaction with university services.

6. Recruit and retain high-quality staff by implementing the Pay Plan on the fastest allowable schedule; increase efforts to recruit minorities and women in areas where they have been historically underrepresented; and support full implementation of the Performance Review and Development (PRD) process.

7. Establish on-going surveys to test university services against market rates.

8. Implement a "managed competition" program, allowing the private sector to compete for the provision of services in selected areas.

UNIVERSITY OF MARYLAND AT COLLEGE PARK

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Charting A Path to Excellence: The Strategic Plan for the University of Maryland at College Park

INTRODUCTION

This document culminates the strategic planning exercise initiated by the Provost of the University of Maryland at College Park in the Fall semester of 1994. Almost all of the specific proposals appearing here began life as ideas in the strategic plans developed by faculty and staff in all campus units during the course of the 1994-95 year. When this document has been approved by the President, after review and modification by the College Park Senate, the Council of Deans, and other campus officials, it will become the primary planning document for the College Park campus for the next five-year period. To that extent, what is presented here is the strategic plan for the University of Maryland at College Park.

But it is also significantly more and less than that, as the phrase "strategic plan" is usually understood. While we identify several "strategic initiatives," we also offer a vision of academic excellence that gives meaning and importance to our discussions of strategy. And because we are a university committed to the concept of shared governance, we do not mandate how all our organizational resources should be marshaled in support of a limited number of programs. Instead, we describe the kind of distinguished academic institution we believe the University of Maryland can become, a set of strategies that will help us to make progress toward that goal, and an approach to resource allocation that will enable us to put our human and financial resources to best use. We do not attempt to predict which units will take the greatest advantage of the opportunities for growth that will still be available, but we do make it clear how successful performance will be defined and measured on the College Park campus over the next several years.

STRATEGY AND VISION: AN OVERVIEW

A "vision statement" speaks to the most basic question the members of any organization must ask: Where are we headed? A "strategic plan" describes how to get there. In this document we offer both a vision of the internationally renowned academic institution we believe the University of Maryland can become and a set of measures that will help us to realize that vision.

The 1988 legislation which created today's University of Maryland System designated the College Park campus as the flagship institution for the System and the comprehensive public research university for the State. The act specifically directed the University to appoint faculty and offer programs "nationally and internationally recognized for excellence in research and the advancement of knowledge" and to "admit highly qualified students with academic profiles that suggest exceptional ability."

It also directed the System's Board of Regents to provide the campus with "the level of operating funding and facilities necessary to place it among the upper echelon of its peer institutions." As one of the nation's original land-grant institutions the University is also directed to serve as the State's primary center for graduate training and research and to make available the fruits of its research activities to help meet the needs of the State and its citizens. In short, we are expected to be:

One of the nation's preeminent public research universities, an institution recognized both nationally and internationally for excellence in research and instruction, which makes the results of its research available for the use and benefit of the State of Maryland and its people.

As we see it, living up to the terms of this mandate will require that we:

- Possess a set of outstanding research units in core arts and science areas as well as in areas of technology, business, and public and social policy. This in turn will require creating concentrations of truly outstanding faculty in selected disciplines, offering only those doctoral and master's programs that are of unassailable quality, and creating and maintaining a campus environment that will help faculty and students to perform at the highest levels of academic quality;
- Provide a set of undergraduate educational opportunities on a par with those available at the nation's leading public research universities. This must include providing the main components in a traditional liberal arts education—acquainting students with the different forms of intellectual inquiry and artistic creativity, extensive opportunities to improve writing and thinking skills, and a set of educational experiences that will convey some sense of the diversity of human culture and the relevance of the past for the present day.
If we are to prepare our students for successful careers in the society and workplace of the next century it must also include up-to-date courses of study in major fields, and opportunities for learning in a racially and culturally diverse setting. For a research university, success in undergraduate education will also require affording students some access to faculty research activities, extensive advising and counseling services, and special programs that can help to "make the big store small"—to bring students into contact with faculty outside the classroom and help students to get to know one another; and
- Serve as a catalyst for economic development in Maryland; a valued resource of expertise for business, industry, primary and secondary educational systems, and governmental agencies; and a major contributor to the cultural life of the people of Maryland and the national capital region.

Three broad strategies for enhancing our prospects for reaching these objectives have emerged from recent campus discussions. First, to an unprecedented degree we will have to focus our resources in units that are—or could soon become—nationally eminent programs. Second, through both individual and unit activities, we will have to become far more entrepreneurial in generating new sources of revenue and establishing collaborative partnerships with external groups and individuals. And third, we will have to discipline ourselves to allocate a greater portion of our organizational resources in accordance with a limited set of priorities.

The specific measures we will propose in support of these broad strategies do not represent a fresh start toward an altogether new destination. Rather, they are ways of capitalizing on the progress we have already made. It is precisely because we are already a very good university that we can realistically contemplate measures that will enable us to become one of the nation's best.

THE UNIVERSITY AND ITS CHANGING ENVIRONMENT

Any successful planning effort must be based on an accurate assessment of our current strengths and deficiencies as a University. Among our strengths;

- Since 1988 we have held an official designation as the State's flagship higher-education institution and a mandate to become one of the nation's leading public research universities;

- Sixteen of our doctoral programs were recently ranked by the National Research Council as either "distinguished" or "strong." Another dozen programs in disciplines not included in the NRC survey have been identified in recent months as among the nation's best;
- Our colleges of business and engineering rank among the top 25 schools in the nation, public or private—a distinction unmatched by any other university in Maryland, Virginia or the District of Columbia. Other campus units, including Agriculture and Natural Resources, Education and Journalism have achieved similar levels of distinction;
- We are one of 57 universities in the nation which make up the prestigious Association of American Universities. We are the only Carnegie Class I Public Research University in the State and national capital area;
- Through the efforts of individual researchers and many renowned interdisciplinary research centers, we have become a national leader in research in areas of the physical sciences and technology. We presently rank 20th among all universities in the nation, and 14th among all public universities, in total external funding received for research and development in science and technology fields;
- In FY 95, our faculty were awarded a total of \$149.5 million in competitively-funded research awards. In the most recent survey, we ranked 10th among all public universities in the number of fellowships for independent study awarded to faculty;
- At present, 1100 freshmen participate in our two highly regarded programs for academically-talented students—University Honors and College Park Scholars;
- The academic credentials of the undergraduate student body have improved markedly: since 1987 the average SAT score of freshmen has risen from 1035 to 1111, with more than a fourth of this year's entering class scoring above 1290;
- We enjoy a degree of diversity in our student body other universities are still striving to attain. At present, 13.9 percent of all undergraduate students are African Americans, 15.1 percent Asian Americans, 4.4 Hispanic Americans, and 0.3 percent Native Americans; 7 percent are from other nations; and 48 percent are female;
- Among all non-historically Black institutions the University currently ranks as one of the top three in the nation in the number of baccalaureate and doctoral degrees awarded to African Americans;
- Over the past decade we have made a number of significant improvements in undergraduate education: a new general education curriculum (CORE), an advising system for undecided majors (Letters and Sciences), immersion and overseas foreign-language programs, special "clusters" of small-enrollment courses for freshmen (First Year Focus), establishment of the Center for Teaching Excellence, and interdisciplinary instructional initiatives such as the Gemstone Project, "Africa and the Americas," and joint major programs of study in business and foreign languages;
- The University has assumed a position of leadership in American higher education through its commitment to diversity and the transformation of the curriculum to address issues and new scholarship relating to women and our multi-cultural heritage;

- We possess a rich array of international resources through the presence of such units as the Center for the Study of Post-Communist Societies, the Center for International Development and Conflict Management, the Center for International and Security Studies at Maryland, the East-West Space Science Center, the East-Asian Studies Committee, the ICONS (International Communications and Negotiation Simulations) project in international diplomacy, the IRIS (International Reform and the Informal Sector) project, the Latin American Studies Center, and the Russian Littoral Project, among many others;
- We have what many consider one of the most attractive campuses in the nation, with a large number of recently constructed or renovated buildings. We possess a level of computer expertise and academic-computing resources superior to those at many other universities. Work will soon begin on a performing arts center that has the potential to transform the educational and cultural life of campus and community;
- In recent years we have demonstrated that we can allocate resources in support of our highest academic priorities, and establish academic policies within a system of shared governance;
- We have established an extensive record of service through the work of such units as the Cooperative, Agricultural, and Engineering Technology Extension Services; Maryland Fire and Rescue Institute; Dingman Center for Entrepreneurship; Maryland Center for Quality and Productivity; Maryland Industrial Partnerships; Technology Advancement Program; Center on Aging; and Institute for Governmental Services; and
- We are located in the midst of one of the world's greatest concentrations of intellectual resources—renowned libraries, museums, federal laboratories, and research centers in a variety of fields, with the National Archives II facility located on the periphery of the campus.

In the deficiency category, however, we should acknowledge that:

- Except in selected areas, programs have not reached the level of distinction envisioned in the 1988 legislation. Occupying the top tier of the nation's public research universities will require a significantly greater number of programs regarded as "outstanding";
- Current operating budgets in almost all campus programs are inadequate to support operations of the highest quality and degree of usefulness to the State and its citizens. Although we have made progress in our facilities construction and renewal programs, there are still serious deficiencies in the quality of many campus classrooms and laboratories;
- Although retention and graduation rates have risen in recent years, too many of our undergraduates fail to graduate in a timely manner;
- Faculty and staff salaries and graduate-student stipends have remained essentially unchanged for the last several years; this has impaired our ability to maintain the services of highly-qualified staff and to compete effectively for outstanding faculty and students against the universities that represent our national competition;
- Campus library budgets have become increasingly inadequate in the face of dramatic increases in materials costs, especially for scholarly journals;
- While the campus has an extensive information technology infrastructure, it has not developed an on-going strategy for upgrading obsolete technology, and there is insufficient support for research and teaching activities at various levels,

from high-performance computing to student work stations to personal computing activities;

- Although private support has grown at an impressive rate in recent years, our endowment and level of annual giving remain significantly below those of our competitive peer institutions. We must also recognize that the world in which we and other public research universities operate has seen a number of dramatic changes in recent years, changes which present us with both challenges and opportunities.
- Funding for public higher education has decreased sharply in many states. Since 1990 State general fund appropriations for the College Park campus have dropped by 16 percent, 35 percent when adjusted for inflation;
- The continued sluggishness of the State's economy combined with anticipated reductions in the federal workforce and large increases in public health and safety costs all point toward an extended period of stagnation in State support for higher education;
- In FY 95 federal support for university-based research grew by only 2 percent, a slight reduction in real terms relative to FY 94 and an acceleration of the downward trend in support over the last decade;
- If the action recently taken by the House of Representatives is sustained by the Senate, federal support for civilian research and development will be reduced by 30 percent by the year 2002;
- An increasingly diverse workforce and global-economy have changed the nature of the education our students need in order to succeed in the workplace of the next century. The elimination of many mid-level management positions in American businesses and industry has also created a demand for a more highly-skilled and self-reliant employee; and
- The rapid pace of technological change and skill obsolescence has created a large and growing demand for mid-career education.

Fortunately, many of our strengths as a University can help us to respond effectively to these challenges and take advantage of emerging opportunities. Specifically:

- The high quality of our faculty, recent innovations in undergraduate education, an increasingly well-prepared and diverse student body, attractive grounds, and proximity to the nation's capital all add up to a solid base from which to pursue excellence in undergraduate education;
- Our current set of highly regarded graduate and professional programs represents a core of quality from which we can build outward; the task we face is not one of creating world-class research units starting from scratch, but of maintaining our present set of excellent programs while selectively upgrading a number of our existing good programs;
- The diverse character of our student body and rich set of international resources will help us to offer a model education for the American society and workplace of the next century;
- Our current strengths in policy analysis, business, education, and specific science and technology areas match up well with the needs of the larger society. Recent efforts to reduce the size of government at both state and federal levels are likely to create an even greater demand for the kinds of research expertise that are available on our campus;
- The critical importance of highly-skilled "knowledge workers" for continued economic

growth provides reason to think that the kind of knowledge and skills we and other universities can provide will be in increasing demand in coming years;

- The high level of prestige which we and other American universities enjoy around the world will enable us to benefit from the growing demand for higher education in the emerging economies of Asia and Latin America;
- Advances in information technology can help us to achieve higher levels of efficiency and effectiveness in all aspects of our operations—in conducting research, providing undergraduate instruction and in managing our administrative systems;
- Our proven ability to set priorities and reallocate resources accordingly establishes a climate within which we can expect to continue to focus resources over the next five-year period;
- Virtually all of the measures we might wish to pursue in order to diversify our current sources of revenue lie within the range of our existing capacities and authority—encouraging private sector partnerships, providing greater incentives and rewards for entrepreneurial faculty, expanding executive-education and other advanced learning programs, and obtaining higher levels of philanthropic support; and
- There is broad support on the campus for the proposition that if we are to make further progress as a University we must focus our resources in selected areas. Our initiatives are fully consistent with the Chancellor's four-part mandate to University of Maryland institutions—to capitalize on their institutional strengths, strengthen collaboration (including partnerships external to the System), increase revenues from State and non-State sources, and strengthen their information-technology systems.

FIVE INITIATIVES

In the light of these developments, and based on our review of the plans put forward by individual units, we believe that the campus can make significant progress toward its goals along the lines of five "strategic initiatives":

Offering High-Quality Education to Outstanding Undergraduates;

Building Cornerstone Programs of Excellence in Graduate Education and Research;

Increasing the University's Contribution to Society;

Encouraging Entrepreneurship; and

Rationalizing Resource Allocation and Administrative Operations.

Given the significant differences among campus units, we do not anticipate that every unit will seek to pursue the same initiative or set of initiatives. Undoubtedly many departments see themselves as one of the key research and graduate programs on the campus and will undertake to consolidate that claim. But others may wish to ground their claim to excellence in the high quality and importance of their contributions to undergraduate education. Still others may respond with enthusiasm to an invitation to become more entrepreneurial. But what all must understand is that, if we are to continue to make progress as a University, all claims to new resources—and all claims to maintain existing resources—will have to be grounded in these initiatives.

Initiative One: **Offering High-Quality Education to Outstanding Undergraduates**

In part, our task in undergraduate education will involve expanding and capitalizing on a number of our recent successes. The recognition accorded to our new University Honors and College Park Scholars programs, for example, confirms one of the results of recent research on the collegiate experience: students perform better, and have a more positive attitude toward their college or university, when they can enjoy access to faculty outside the traditional classroom setting. It is also recognized that students learn more, and better, when they can play active roles in the learning process, are given opportunities for team-based work, and when theoretical instruction is reinforced by real-world application. Some of our most successful recent reforms in undergraduate education capitalize on these principles.

The campus has also been recognized as an innovator in undergraduate science education. In introductory biology courses our students are now able to isolate, clone, and analyze genetic materials. A wide range of sophisticated instrumentation is employed in upper-level courses—electron microscopes, microscopy/computer imaging systems, and biochemical and electronic analytical instruments that approximate those currently in use in research laboratories. Our students can also obtain data on the environment directly from NASA and EPA, and our undergraduate engineering students employ state-of-the-art design models through computer links with both federal agencies and private industry.

The use of computers in connection with instruction has grown enormously during the past several years, and the University can lay claim to several leading experts in the area of instructional uses of computers as well as a number of innovative programs in business, engineering, and other areas. Computers have transformed the character of daily academic life, from course registration and obtaining final grades to e-mail communication between students and teachers, computer-based learning programs, and access to information sources around the globe.

The undergraduate research-award program has provided a limited number of our students with the special kind of educational experiences that are available only at a research university. Our extensive international programs and proximity to the nation's capital supply us with a rich set of resources for educating our students for "tomorrow's global society." Our diverse student body, faculty, and staff, and our commitment to maintaining a welcoming campus environment will help us to prepare our students to live and succeed in the America of the next century. So to a significant degree our task will be to find ways to capitalize on our present strengths and to solidify recent gains.

But we must also provide incentives and rewards for those units eager to innovate, to break the mold of existing approaches to instruction, and deliver improved results. The primary role of the campus administration and college deans in this regard must be the same as that described under Initiative Four below: to encourage and inspire innovative efforts, rather than to conceive and institute new programs on their own. A central part of their task, to put it more bluntly, must be to remove resources from less effective programs and to reallocate them to units ready, willing, and able to improve the quality of the undergraduate experience.

The plans submitted by individual departments and colleges provide ample evidence that our faculty and staff will respond well to such a challenge. Among the initiatives mentioned:

- The Colleges of Computer, Mathematical and Physical Sciences; Behavioral and Social Sciences, and Business and Management plan to expand existing honors offerings or increase the number of departmental honors programs;
- The Colleges of Arts and Humanities and Behavioral and Social Sciences plan to propose additional areas of concentration within the College Park Scholars; and
- The Colleges of Engineering, Arts and Humanities, and Agriculture and Natural Resources plan to introduce teaching portfolios into faculty development efforts or tenure and merit-pay reviews.

We should also focus a greater degree of attention to recruiting and retaining larger numbers of highly-qualified students. Campus-level programs such as University Honors and College Park Scholars play a major role, but decisions made by prospective students and their families are influenced by a variety of factors. Renowned faculty and excellent curricula are important, but so also is evidence that the institution provides a nurturing campus community, a stimulating intellectual environment, effective advising and job-placement programs, along with an array of special enrichment activities. Programs that can capitalize on the resources available in the nation's capital are also likely to attract considerable positive interest. Here again the task of the administration will be to provide incentives to individuals and units to develop special recruiting measures, and to support those units that are able to deliver good results.

Specific Steps:

1. Increase funding for the University Honors Program to insure that ample numbers of courses and seminars will be taught by the campus's best faculty; increase funding for the College Park Scholars program and invite proposals from units for several additional living-learning programs.

2. Target private giving to increase annual expenditures for merit scholarships; expand the number of opportunities for undergraduates to participate in faculty research activities.

3. Provide tangible incentives and rewards for those units and faculty who are prepared to take measures that will significantly enhance the quality of their undergraduate major programs and related activities.

4. Direct the college deans and selected faculty to work with the Director of Undergraduate Admissions to develop measures that will increase the number of academically-talented students enrolling at College Park, with special emphasis on recruiting larger numbers of academically-talented minority students. Among the specific measures to be considered:

- Creating a National Leadership Fellows Program for outstanding freshmen interested in studying public policy (which could include internships on Capitol Hill with home-state legislators, along with other federal agency or White House internships; a waiver of out-of-state tuition for students selected for the program; special recognition from home state media; etc.); and
- Developing the capability to collect information on the academic preparation and special interests of outstanding students who are considering attending the University; distributing this information to departments seeking to identify prospective majors (e.g., in a foreign language, the arts, life sciences, social sciences, etc.) so they will be able to assist in the recruitment effort.

5. Direct the Division of Student Affairs to conduct research (through the use of surveys, focus groups, exit interviews, etc.) on the quality of the undergraduate student experience. Determine which programs, units, or activities are making a significant contribution and which need to improve. Implement

the insights gained from these studies by making changes in policies and practices where needed and allocating additional resources to the most successful units. Among the specific measures to be considered:

- Requiring each department to participate in the campus's "Advise Five" Program or in comparable student-support, advising, or mentoring activities in the individual colleges; and
- Developing a set of "student link-up" computer programs: "automatic course clusters" in which any student can obtain the phone number or e-mail address of other students with whom he or she is taking the same classes; and "study group lists" provided to any student seeking to assemble a study group in a particular course.

Initiative Two: **Building Cornerstone Programs of Excellence in Graduate Education and Research**

The Ph.D. is the signature degree of the research university and one of the key determinants of a university's academic standing. We must be certain, therefore, that all our doctoral programs operate at a level of indisputable quality. At last count, College Park had 66 doctoral programs. Most are above average, as categorized by the National Research Council or comparable professional assessments. A few rank among the very best in the nation. However, many do not. And more than a handful fall below the mean. For too long, we have articulated a dream of world-class status while accepting the status quo when the lack of additional State funding thwarted our efforts to convert dreams into reality. It is time to take a different approach.

The University cannot afford to be—nor do we want to be—a doctoral supermarket. Rather, we want every Ph.D. program we operate to enjoy a level of distinction, even if this means we must eliminate existing programs. Our overriding commitment must be operating only those programs that can measure up to the highest standards of quality. Clearly, we now possess a number of strong graduate programs in science and technology, public policy, and the professional schools. These programs will be encouraged to sharpen their focus and develop areas of national eminence. But we cannot claim to be a great university unless we are also strong in core arts and sciences areas, including life sciences, arts, and humanities. One of our objectives must be to raise some of the Ph.D. programs within Arts and Humanities and Life Sciences into the "distinguished" category.

The plans submitted by various campus units show clearly that the concepts of targeted opportunities and selectivity have become part of campus thinking:

- The College of Business and Management proposes to focus its efforts on implementing its new MBA program while reducing somewhat the size of its Ph.D. program;
- Mathematics plans a reduction in size, freeing up resources to improve its computer infrastructure and to support educational reforms;
- The Colleges of Behavioral and Social Sciences and Life Sciences propose to recruit selectively in their areas of greatest strength and support the advancement of the graduate programs with the greatest potential;
- The College of Computer, Mathematical and Physical Sciences plans to reallocate resources within three of its units—Computer Science, Mathematics, and Physics—in order to improve its instructional and research support system, respond to expressions of student interest, and pursue national research priorities; and

- The College of Arts and Humanities proposes to focus support for its doctoral programs through the reallocation of financial and faculty resources.

Drawing on these efforts we will call on all the college deans to identify a limited number of programs in their units to be targeted for excellence. But if we are to attain the level of distinction we seek, we must also anticipate a reduction in the number of doctoral and master's programs. National eminence in research will also require an upgrading of faculty salary and graduate-stipend levels. We should also seek additional ways to tap the enormous set of intellectual resources located in the national capital region, and to build on the progress in diversity we have made as an institution in order to recruit larger numbers of women and minority faculty and graduate students.

Specific Steps:

1. Charge the Dean for Graduate Studies and Research, working with the Graduate Council, to carry out a comprehensive review, which may include outside experts, of the quality and potential of current master's and doctoral programs. The criteria will include academic quality relative to the competition, centrality to the vision of excellence and initiatives set out in this plan, and cost-effectiveness. The process will start with programs at the extremes—those already rated, through respected professional evaluations, as particularly strong or particularly weak. The purpose of the former reviews will be to plot the best course to further excellence and, where indicated, greater efficiency. The purpose of the latter reviews will be to offer departments an opportunity to explain their program's standing and relative merit, and to determine whether these programs should be discontinued. The evaluation process will include a review of all programs which the Academic Planning Advisory Committee (APAC) and the President's Cabinet, after consultation with the College Park Senate, deem central to the strategic initiatives presented in this plan. Over time, all master's and doctoral programs will undergo scrutiny.

A comprehensive review of master's and doctoral programs is not just an exercise in internal reallocation. The process will enable the campus to shift resources from lower to higher priorities and from problems to opportunities—no small accomplishment. Equally important, it will help us to sharpen our now indistinct image and blurred profile. Professionals and laypersons alike will better understand the campus's particular areas of special expertise. In addition, since students and donors naturally seek out what they regard as "the best universities," better graduate programs will enable us to attract better graduate students and more external support.

2. Develop a salary structure and fringe-benefits package that will enable us to compete effectively for outstanding faculty with the leading public research universities.
3. Reinvigorate initiatives designed to attract larger numbers of minority and women faculty.
4. Develop recruitment/retention strategies for graduate students with special attention to underrepresented minorities and women; establish and monitor goals for retention and graduation rates of all graduate students.
5. Establish graduate-fellowship and teaching-assistantship stipends competitive with those at our officially designated peer institutions.
6. Using recent agreements with NASA, NIH, Archives II and USDA as models, develop innovative partnerships with federal laboratories and agencies to increase research opportunities in our strongest programs.

Initiative Three: Increasing the University's Contribution to Society

In many areas in the nation, public research universities—especially those founded as land-grant institutions—have been catalysts for economic development and providers of a wide range of professional services. Historically, the University of Maryland has been instrumental in improving business and agricultural practices throughout the State, helping to preserve the State's priceless natural resources, fostering economic growth by aiding in the development of new technologies and products, enhancing the quality of education in the public schools, and enriching the cultural life of citizens throughout the region. The recent return of the Cooperative and Agricultural Extension Services to their historic home in the College of Agriculture and Natural Resources represents both a confirmation and renewal of the University's long-standing commitment of service to the State and its citizens. We will continue to promote through our research and instructional activities the health and safety of the people of Maryland, and the well being of the State's natural environment and resources.

In recent decades, however, the provision of continuing education, executive-training programs, and other special educational services has been part of the official mission of University College, not College Park. Only in the past several years has the campus undertaken to capitalize on the vast research and instructional expertise of its faculty in order to respond more directly to the growing demand for instructional programs outside our regular curriculum. The plans submitted by the colleges make it clear that many units are ready and willing to increase these activities:

- The College of Library and Information Services plans to offer six to 12 short courses each year by 1996, and to increase faculty participation on State boards and projects;
- The College of Business and Management plans to expand its MBA program in the Baltimore area and implement a "Business and Management Strike Force" modeled after the Technology Extension Service;
- The College of Education plans to develop an Institute for Continuous School Improvement, and offer targeted non-degree programs for educational leaders;
- The College of Computer, Mathematical and Physical Sciences plans to provide short courses to update the skills of the State's professional workforce and increase contact with the K-12 educational community to assist in curriculum development driven by the National Science Education Standards; and
- The College of Engineering plans to build up enrollments in its professional Master's program, organize industrial consortia aimed at bringing emerging technologies to industrial application, and expand its ITV system to make courses available to every business and residence in the State.

In addition to expanding our continuing-education programs, we will also make it easier for those outside the institution seeking technical assistance to identify and make direct contact with the appropriate members of our faculty. This applies to the provision of expertise in areas of science and applied technology, public policy, business, and education as well as facilitating greater access to the campus's enormous information-technology resources.

Specific Steps:

1. Support the efforts of the Dean for Continuing Education and other academic units to increase significantly the number of high-quality executive and continuing education offerings in both degree and non-degree programs.
2. Provide permanent funding to support the activities of the campus office charged with coordinating the provision of research expertise to State offices (UMCAPS—University of Maryland Center for Applied Policy Studies).
3. Support campus efforts to make the University a national leader in research and outreach relating to urban education.
4. Drawing upon plans from the College of Behavioral and Social Sciences, the College of Education, and the School of Public Affairs, create an organizational structure that will support and highlight our faculty's expertise in public-policy issues of state, national, and global significance.
5. Develop the new Center for the Performing Arts to become the region's primary resource for the artistic expression of the region's rich diversity of cultures.
6. Create an Office of Private Sector Relations to better coordinate the University's many economic development activities and to increase interaction with the business community; use this office as a catalyst to make the College Park campus the recognized leader in the State in university support of economic development.

Initiative Four: Encouraging Entrepreneurship

Historically, State appropriations have been the main source of the University's financial support. As a consequence, the University's fortunes, and our morale, have risen and fallen in direct relation to the condition of the State's financial health—thus the pendulum swing from the "enhancement" era of 1986 to the "retrenchment" period which began in 1991. In today's environment it is unwise for any institution to rely on any one source of support, especially when that source is State government. University operations will stand on a far more secure financial footing when its revenues derive from many different sources.

Fortunately, there are a number of additional revenue opportunities, and we have begun to capitalize on some of them. However, a sizable and largely undeveloped entrepreneurial potential still remains to be tapped. Among the possibilities: joint ventures with industry, executive education and other non-degree instructional programs, licensing and patenting, instructional television, and technical-assistance centers. In each of these respects, our underdeveloped entrepreneurial capacities represent the single most promising means for diversifying our sources of revenue and securing a degree of financial stability even in the face of sharp fluctuations in State funding levels. We must, therefore, work to empower and expedite the efforts of those departments, colleges, and individual faculty members who have the capacity and desire to generate and utilize new sources of support.

It would appear that a number of campus units have already been thinking along these lines. For example:

- Life Sciences plans to offer evening courses for students preparing to attend medical school, and to begin offering MCAT preparation courses;
- The College of Arts and Humanities proposes to implement a development plan in connection with the new performing arts center, and to identify new and non-traditional audiences for the Arts at Maryland;

- The College of Education plans to establish, in collaboration with national professional organizations, telecommunication-based professional development programs to serve educators throughout the country;
- The College of Behavioral and Social Sciences (BSOS) plans to develop and market training programs in BSOS methodologies; and
- The College of Business and Management plans to restructure the Mid-Atlantic Investment Network so that investment activity increases to \$2 million by FY 96 and increases by 25 percent annually thereafter.

It should be understood by all parties that our objective here is not that faculty in all campus units should proceed to do whatever makes money, or to do only what makes money. Rather, our point is that we should encourage those academic units that are prepared to do so to pursue activities that are consistent with the campus's mission, grow out of the intellectual expertise of the faculty, and have sufficient value in the marketplace to generate positive cash flow. Indeed, many entrepreneurial efforts have the potential to generate substantial academic benefits—as in the recent partnership agreement between Molecular and Cell Biology and NIH, or the proposed joint Center for Earth Science Systems with Goddard. The campus administration will also continue to identify new sources of revenue, with the understanding that not all forms of privatizing and commercial collaboration will advance the interests of the University.

Specific Steps:

While the primary initiative in this area must come from individual faculty and units, the campus administration must strongly encourage and support entrepreneurial activities. More specifically, it should:

1. Develop guidelines to define appropriate forms of entrepreneurship.
2. Create budgetary incentives that will distribute revenues in ways that encourage units to be entrepreneurial, and ensure that entrepreneurial activities are recognized and rewarded along with high-quality research and teaching in the context of salary, promotion, and tenure decisions.
3. Explore the creation of a "seed money" revolving fund to support entrepreneurial activities.
4. Devise ways to translate ideas into plans and plans into actions in the smoothest and most efficient manner possible. The aim of the administration will be to aid and empower faculty entrepreneurship rather than to manage entrepreneurial activities in campus units.
5. Using the recent joint venture with Lockheed Martin as a model, assign the Director of Private Sector Relations responsibility for the development of innovative partnerships with state and regional firms.

Within its own area of activity, the campus administration will continue to seek to diversify sources of revenue and gain higher levels of private support. More specifically, it will:

6. Increase efforts to develop and market licenses and patents.
7. Support the development of the College Park Metro site to become a center for science/policy/high-tech organizations and businesses.
8. Redirect at least \$1 million of endowment earnings into building a stronger and more comprehensive fund-raising capability.
9. Launch a major capital campaign with the focus on endowing faculty chairs, student scholarships and

fellowships, libraries, and corporate giving in support of educational programs and technology infrastructure.

10. Raise at least \$20 million from private sources in support of the Maryland Center for the Performing Arts.

11. Seek to establish an endowment to support our increasingly strong ties and extensive set of activities in Southeast Asia.

Initiative Five:

Rationalizing Resource Allocation and Administrative Operations

Achieving the goals set out under our first four initiatives will require a thorough review of current funding levels in every unit, using the criteria of quality relative to peers, centrality relative to identified strategies and goals, and cost-effectiveness relative to the best standards of practice in higher education and the private sector. It will also require that we develop more responsive and efficient means of delivering administrative services to faculty, students, and external constituents.

At the unit level this means that department chairs must insure that they are utilizing their resources in an optimum fashion relative to the goals set out in this strategic plan. Are instructional resources being distributed appropriately among the different instructional levels? Are the specific talents of individual faculty for research, teaching, service, or entrepreneurial activities being taken into account when semester workload assignments are made?

At the college and campus levels, this will require a greater degree of budgetary discipline than has usually been in effect in the past. Recognizing that there will always be some unanticipated opportunities that demand special resource allocations, there must nevertheless be a firm commitment to avoiding an *ad hoc* distribution of resources based entirely on the most recent "great idea." In addition, the campus must work to identify and scrap inefficient or unwieldy procedures which frustrate students, staff, and faculty, and impair the campus's ability to provide high-quality services at a reasonable cost. In recent years the campus has succeeded in creating a "paperless" academic appointment system along with many other improvements made in connection with Continuous Quality Improvement (CQI). We must continue these efforts if the University is to enjoy effective working relationships with private-sector firms and improve its competitive position. Here also unit operations must be reviewed using the criteria of strategic centrality, competitive quality, and cost-effectiveness.

Specific Steps:

1. In all future resource-allocation decisions in all four administrative divisions, give special advantage to those units and individuals whose activities most directly advance strategic initiatives One through Four. More specifically:

- The President and Provost will develop an annual budget process which will afford each college and administrative division an opportunity to request additional resources as well as require them to explain how the planned expenditures for the coming year will advance the goals set out in this plan;
- Based on these submissions, the President and Provost working in conjunction with the college deans will remove resources from units judged to be less central to the University's strategic objectives, or less effective, or less efficient, and assign these resources to units better positioned to achieve excellence. It should be anticipated that not all colleges will fare equally well in adjustments to the permanent budget or in short-term allocations of Designated Research Initiative

Funds (DRIF) and other available soft monies. However, all colleges will be expected to develop at least some first-rank programs;

- At the collegiate level, the deans, working in concert with their faculties, will identify those units, or programs within units, that are—or could soon become—"signature programs" or "cornerstones of quality," programs with a solid and documentable claim to national eminence. All college deans will be expected to develop plans for achieving excellence in targeted areas, funded largely through internal reallocation and self-generated revenues. It must also be anticipated that not all units in the college will fare equally well in this process; and
- At the individual unit level, chairs will ensure that units adhere to exacting standards in faculty appointments and promotions, merit increment allocations, and in assessing the quality of research and instruction. They must also seek to organize the unit's activities under the terms of a plan which links activities in the unit with the campus's broader strategic objectives. Resources must be concentrated in order to support the work of the most outstanding individuals and subgroups within the unit.

In short, in the future all significant resource-allocation decisions shall be informed and guided by the goals and priorities set out in the present plan.

2. Charge the incoming Director of Campus Libraries to develop a plan for addressing and correcting existing deficiencies in campus library collections through the creative utilization of existing area resources, electronic consortia, and other emerging information technologies.

3. Develop and implement a set of strategies that will address the campus's information-technology needs and maintain College Park on the leading edge of information technology into the 21st century.

4. Support fully the Business Process Reengineering project now underway; place special emphasis on creating "paperless" administrative processes.

5. Extend CQI efforts across the campus in order to increase the level of "customer" satisfaction with University services.

6. Recruit and retain high-quality staff through implementation of the Pay Plan on the fastest allowable schedule; increase efforts to recruit minorities and women in areas where they have been historically underrepresented; support full implementation of the Performance Review and Development (PRD) process.

7. Establish on-going surveys to test University services against market rates.

8. Implement a program of "managed competition" that will allow the private sector to compete for the provision of services in selected areas.

TRANSLATING STRATEGIES INTO ACTIONS

The effective implementation of any set of strategies requires that:

- Those responsible for implementing the strategy understand and support it;
- Specific steps be placed on a timetable and assigned to the appropriate individuals;
- The resources and other tools needed for implementation be made available; and
- A set of standards be developed in order to measure the effectiveness of specific actions.

Utilizing this framework, we propose to implement our five strategic initiatives as follows:

Informing the Campus Community

The present document grows out of a process of deliberation that has consumed almost two years and involved nearly all units on the campus. By now, we believe, the need for decisive action should be clear to virtually everyone. It is essential, however, for all faculty and staff to become familiar with the measures we propose so they can understand clearly how they and their units can respond in the most effective manner. Accordingly:

- A complete (or suitably condensed) version of the Strategic Plan as reviewed and approved by campus groups and officials will be distributed to all members of the faculty and staff;
- The President and/or Provost will personally present and discuss the contents of the vision and strategy with APAC, the Council of Deans, the Senate, as well as several of the larger units on the campus; and
- Key elements of the Strategic Plan will be described and explained in *Outlook*, the *Diamondback*, the campus's computer-information services.

Implementation Assignments and Timelines

We anticipate that our analyses and recommendations will be reviewed and approved as modified by the appropriate campus groups and officials. Once this process has been completed, perhaps by the end of the Spring semester of 1996, it will be necessary to create an implementation plan on the basis of the approved version of the document. That plan, which would most appropriately be prepared by the Office of Academic Affairs, should specify which office or individual is charged with implementing each recommendation, the time limit for completing the task, and the level of resources to be made available during the next fiscal year in support of the initiative.

Anticipated Resources

As has been indicated, State appropriations for the University are projected to remain essentially flat over the next five-year period. Current estimates call for a series of increases in General Fund support averaging 3 percent per year between FY 97 and FY 01, a level of support which will at best maintain campus operations at their present level. The campus is expected to receive \$2 million in additional funds in the FY 97 budget, which will be targeted for faculty salaries and enhancements in undergraduate education (including increased student financial aid). Under the terms of the campus's approved tuition plan, it is scheduled to obtain a series of increases in tuition over the next several years. However, even these increases and increments in State appropriations will be insufficient to offset costs associated with inflationary increases and the operation of new facilities.

Since State appropriations will be insufficient to underwrite the costs of new programs and activities, we have no choice but to turn to other sources. The primary source of funds to support the plan is our existing \$700 million budget. Over the next five years, through a rigorous budget process, we will expect units to realign their budgets to support the objectives of this plan. Wherever possible, we must also attempt to free up existing resources from the campus budget—through the imposition of small-percentage annual levies, collection and redistribution of vacant faculty and staff lines, and other economies. In addition, we must attempt to generate substantial additional revenues through entrepreneurial activities and seek additional gifts, grants, and awards from private-sector groups and individuals. The absence of additional State funds should not be viewed as an impediment to implementing the plan; it is rather part of the stark reality that has prompted the development of our plan in its entirety.

Assessing the Effectiveness of the Strategic Plan

We propose that the following indicators be used in order to monitor the extent of progress made during each of the next five years:

- The quality of the undergraduate student body as indicated by average SAT scores, the number of merit scholars, higher retention and graduation rates, the percentages of women and minorities enrolled—especially in disciplines where they have been underrepresented in the past, the placement of graduates in prestigious graduate and professional schools, and the number of graduates awarded prestigious fellowships and awards. The effectiveness of our undergraduate educational programs as indicated by the measures mandated by the Maryland Higher Education Commission for use by all higher-education institutions in the State: surveys of employer satisfaction, employment rates, results of licensing and certification exams, etc. The level of student satisfaction with the undergraduate education they have received at College Park as indicated by surveys of currently enrolled students and recent graduates;
- Excellence in graduate education and research as measured by the quality of our graduate students, the number of doctoral and professional Master's programs recognized as distinguished, the placement of these degree recipients in prestigious positions and institutions, the number of faculty receiving major prizes and honors, standing among identified peer institutions in various measures of research significance (numbers of NSF Fellows, Presidential Young Investigators, levels of sponsored research, etc.), the percentages of tenure-track minority and women faculty, and the number of minority and women graduate students receiving degrees;
- The extent of the University's contribution to society as measured by the number of services delivered to local, State, and federal agencies; enrollments in executive and continuing-education programs; and the number of high-tech firms locating in the College Park area. The level of satisfaction with campus research and advisory services as indicated in surveys of user communities; and

- The level of entrepreneurial activity as measured by the amount of increase in revenues from non-State sources—including revenue from intellectual properties, executive education and non-degree programs, private giving, privatization efforts, and partnerships with State and regional firms.

During the next five years those departments undergoing regularly scheduled unit-reviews will be evaluated with respect to the quality of their performance relative to the three criteria of strategic centrality, competitive quality, and cost-efficiency. The over-riding consideration in these reviews, as in all other future resource decisions, must be how far and how fast each unit can advance the University toward the goals set out under each initiative. The campus's Office of Planning will be expected to play a major role in generating and analyzing the data required for effective management of the plan.

CONCLUSION

It is no overstatement to say that the University has arrived at a crossroads in its development. Through the dedicated efforts of many people over an extended period of time, it has raised the level of its academic quality to the point where it is now within striking distance of the top tier of America's public research universities. The stagnation of our traditional sources of revenue now threatens not only to halt this process of improvement but to undo many of the gains we have made. We must not allow this to happen.

If our plan is to succeed, it will need to be broadly supported and energetically implemented by a broad cross-section of the campus community. It offers a role for everyone to play in helping to move the institution toward a set of admirable goals. The economic realities of our times mean that, if we are to succeed, units and individuals will have to focus their efforts on those particular aspects of the plan they are best able to support. This will not be easy. It will require that we all place a higher priority on pursuing our collective excellence than has been the case in the past. But, as we begin our task, not the least of our assets is a strategic plan that can help us to focus our resources and energies in pursuit of our most important objectives.

RESOLUTION ON CHARTING A PATH TO EXCELLENCE:

The Strategic Plan for the University of Maryland at College Park February 22, 1996

Whereas, the President has submitted to the Senate a strategic plan for the campus that builds upon the strategic plans of the colleges;

Whereas, those college plans were developed with substantial input from faculty, staff, and students and in the spirit of shared governance;

Whereas, the vision, initiatives, and objectives of the Plan are consistent with the State mandate of being recognized internationally and nationally as a leader in the development and transmission of knowledge; and

Whereas, the College Park Senate has been assured that any implementation of the Plan that relates to policies of the Senate will be done following Senate policies and procedures and in the spirit of shared governance:

Therefore, be it resolved that the College Park Senate endorses the Strategic Plan with the following recommended modifications:

- 1) The Plan should be modified to include the possibility of structural and functional changes in the organization of the campus to achieve the Plan's goals.
- 2) The importance of maintaining our leadership in the use of information technology to accomplish our missions and achieve the vision described in the Plan should be more fully developed.
- 3) The plan for library improvement should be fully responsive to the needs of all parts of our campus, should include a commitment to implementing the plan, and should not only address correcting deficiencies but also seek significant advances in our libraries.

March 7, 1996 • Senate Executive Committee

Calendar of Events

March 5-14

Tuesday, March 5

Parents Association Art Exhibition: an exhibition of paintings and drawings by Glen Cebulash and Alan Gentile-Blackwell opens and continues through April 11, 10 a.m.-3 p.m., Parents Association Gallery, Stamp Student Union. 4-8440.

Purim Party: Megillah reading and Purim parties, sponsored by Chabad and the Jewish Student Union, 11:30 a.m. and 12:30 p.m., 1137 Stamp Student Union. (301)277-2994.

Physics Department Lecture: "Quantum Computation," David DiVincenzo, Quantum Computers Division, IBM Thomas J. Watson Research Center, New York, 4 p.m., 1410 Physics Bldg. 5-3401.

Peer Computer Training Workshop: "Intermediate Quattro Pro Windows," 6-9 p.m., 3330 Computer Science Center, \$5. 5-2941.*

CPR Class: Learn adult CPR and choking skills, 6-9:30 p.m., 3100E University Health Center, \$10 for students, faculty and staff, must register in advance in Room 2118 of the University Health Center. 4-8132.*

Wednesday, March 6

National Archives Film Series: "Amelia Earhart," a movie in the American Experience series, noon, National Archives, College Park Auditorium. (202) 501-5000.

Molecular and Cell Biology Program Spring 1996 Series: "The Roles of the Ran GTPase pathway in nuclear transport and cell cycle control," Mary Dasso, NIH/NICHD, noon-1 p.m., 1208 Zoo-Psych Bldg. 5-6991.

Counseling Center Lecture: "Opening the Door: Black Student Protest at the University of Maryland, 1968-70," Hayward Farrar, noon-1 p.m., Counseling Center, Shoemaker Building, open to faculty, staff and graduate students. 4-7651.

Center for Teaching Excellence Workshop: "New Developments in Graduate T.A. Training: Lessons for the National Conference," 2-3 p.m., Maryland Room, Marie Mount, open to faculty. 5-9368.

Astronomy Department Colloquium: "Low Energy Accelerated Particle Interaction in Astrophysics and Solar Physics," Reuven Ramaty, astronomy department, 4 p.m., 1113 Computer and Space Sciences Bldg. 5-0282.

Stress Management Peer Education Workshop: 5-6 p.m., 2102 University Health Center. 4-8140.

CPR Class: Learn adult and pediatric CPR and choking skills, two-night class, 6-9:30 p.m., 3100 University Health Center, \$20 for students, faculty and staff, must register in advance in Room 2118 of the University Health Center. 4-8132.*

SEE Productions Comedy Show: Dave Chappelle, who has appeared on HBO, MTV and Showtime comedy specials, will perform, 7 p.m., Hoff Theatre, \$3 students, \$5 general public. 4-3375.*

Thursday, March 7

University Theatre Presents the National Players Production: "Frankenstein," by Victor Gialanella, adapted from the novel by Mary Shelley, a chilling gothic tale of a doctor's obsession to possess the secret of creation, 9:45 a.m., Tawes Theatre, open to school groups and public, \$10 stan-

dard admission, \$7 students and seniors, \$5 student and senior groups (20+). 5-2201 (V/TTY).*

Institute for Systems Research Seminar: "Nonlinear Process Control-On the Way to a Practical Discipline," Frank Allgower, visitor, advanced process modeling and control group, E.I. DuPont de Nemours & Company, 10-11 a.m., 2168 A.V. Williams Building. 5-6634.

Guarneri String Quartet Open Rehearsal: With readings of Haydn and Schoenberg, noon, Ulrich Recital Hall. 5-1150.

Department of Materials and Nuclear Engineering Seminar: "Faults in Microelectronics," Joey Bernstein, 4 p.m., 2110 Chemical and Nuclear Engineering Bldg. 5-5208.

Distinguished Lecturer Series: "Are We Taking Care of Our Democracy?" Roger Wilkins, National Public Radio commentator, 4:15 p.m., 0204 Architecture Bldg. 5-4930 or e-mail viola@wam.umd.edu.

ENRE Seminar: "Application of Tolerance Limits in Aircraft Design," Mark Vange, NIST, 5:15-6:15 p.m., 1100 ITV Bldg. 5-3898.

Peer Computer Training Workshop: "Introduction to Mac-intosh," 6-9 p.m., 3330 Computer Science Center, \$5. 5-2941.*

University Theatre Presents the National Players Production: "Frankenstein," by Victor Gialanella, adapted from the novel by Mary Shelley, a chilling gothic tale of a doctor's obsession to possess the secret of creation, 8 p.m., Tawes Theatre, \$10 standard admission, \$7 students and seniors, \$5 student and senior groups (20+). 5-2201 (V/TTY).*



Daniel Heifetz, violin, Artists Scholarship Benefit Series Concert, March 11

Friday, March 8

Deadline for Student Employee/ Employer of the Year Award: 3 p.m., Career Center, open to all student employees and employers. 4-7225.

Clothing for the Homeless: Volunteers will be taking clothing to the homeless in Washington, D.C. and DC Outfitters, 5:30 p.m., meet in Parking Lot HH. 4-2452.

University Theatre Presents the National Players Production: "Frankenstein," by Victor Gialanella, adapted from the novel by Mary Shelley, a chilling gothic tale of a doctor's obsession to possess the secret of creation, 8 p.m., Tawes Theatre, \$10 standard admission, \$7 students and seniors, \$5 student and senior groups (20+). 5-2201 (V/TTY).*

Saturday, March 9

University Theatre Presents the National Players Production: "Frankenstein," by Victor Gialanella, adapted from the novel by Mary Shelley, a chilling gothic tale of a doctor's obsession to possess the secret of creation, 8 p.m., Tawes Theatre, \$10 standard admission, \$7 students and seniors,

\$5 student and senior groups (20+). 5-2201 (V/TTY).*

Concert Society at Maryland Concert: Muir String Quartet: Beethoven Cycle II, 8 p.m., Ulrich Recital Hall, pre-concert discussion. 403-4240.*

Sunday, March 10

University Theatre Presents the National Players Production: "Frankenstein," by Victor Gialanella, adapted from the novel by Mary Shelley, a chilling gothic tale of a doctor's obsession to possess the secret of creation, 2 p.m., Tawes Theatre, \$10 standard admission, \$7 students and seniors, \$5 student and senior groups (20+). 5-2201 (V/TTY).*

Concert Society at Maryland Concert: Muir String Quartet: Beethoven Cycle II, 3 p.m., Ulrich Recital Hall, pre-concert discussion. 403-4240.*

University Theatre production, March 11, 8 p.m. in Tawes Theatre.

Monday, March 11

The Committee on Africa and the Americas Conference: "The Shifting Meanings of Race in Brazil, the Caribbean, and the U.S.," 3:15-5:30 p.m., Grand Ballroom Lounge, Stamp Student Union. 5-7856.

Peer Computer Training Workshop: "Information Resources," 6-9 p.m., 3330 Computer Science Center, \$5. 5-2941.*

Artists Scholarship Benefit Series Concert: Carmen Balthrop, soprano and Daniel Heifetz, violin, 7:30 p.m., Terrace Theatre, Kennedy Center, \$16 from the Kennedy Center Box Office, (202) 467-4600. 5-1150.*

University Theatre Production: "The Normal Heart," a benefit for the AIDS response fund, 8 p.m., Tawes Theatre. 5-2201.

Tuesday, March 12

Physics and Astronomy Departments Colloquium: "Is the Universe Open or Closed? A survey of Opinions and Evidence," James Peebles, Princeton, 4 p.m., Physics Building Auditorium. 5-0282.

CPR Class: Learn adult CPR and choking skills, 6-9:30 p.m., 3100E University Health Center, \$10 for students, faculty and staff, must register in advance in Room 2118 of the University Health Center. 4-8132.*

Creative Writing Program Spring 1996 Readings: Russell Banks, author of "Rule of the Bone," will read from his works, 8 p.m., Tortuga Room, Stamp Student Union. 5-3820.

UM Concert Band Concert: With works by Ralph Williams, John Philip Sousa, Terry Vosbein and others, 8 p.m., Grand Ballroom, Stamp Student Union. 5-5542.

Wednesday, March 13

CPR Class: Learn adult CPR and choking skills, 9 a.m.-noon, University Health Center, \$15-students, faculty, staff-IRS forms accepted, must register in advance at 4-8103.*

National Archives Film Series: "Indians, Outlaws and Angie Debo," a documentary on the treatment of Native Americans by politicians in Oklahoma, noon, National Archives College Park Auditorium. (202) 501-5000

Astronomy Department Colloquium: Thomas Wilson, Max Planck Institute, 4 p.m., 1113 Computer and Space Sciences Building. 5-0282.

Stress Management Peer Education Workshop: 5-6 p.m., 2101 University Health Center. 4-8140.

Peer Computer Training Workshop: "WordPerfect for Thesis Writing, Part 1," 6-9 p.m., 3330 Computer Science Center, \$5. 5-2941.*

School of Music Concert: "An Evening of Chamber Music," I-Chun Hsieh, Dan Foster, Evelyn Elsing and Gregory Sioles, 8 p.m., Ulrich Recital Hall. 5-5548.*

Thursday, March 14

Department of Materials and Nuclear Engineering Seminar: "Mechanical Failure Prevention-A Historical Perspective," Henry Pusey, 5 p.m., 1100 ITV Studio. 5-5208.

Department of Materials and Nuclear Engineering Seminar: "Modeling of Stress Induced Hillcock Formation in Aluminum Interconnects," Stuart Kurtz, 5 p.m., 1100 ITV Studio. 5-5208.

ENRE Seminar: "Shock Vibration and Considerations in Engineering Design," Joel Leifer, Shock and Vibration Information Analysis Center, 1100 ITV Bldg. 5-3898.

Peer Computer Training Workshop: "Introduction to WordPerfect Windows," 6-9 p.m., 3330 Computer Science Center, \$5. 5-2941.*

Physics is Phun Demonstration: "The Sounds of Science," analysis of musical sounds, including the voice, 7:30-8:45 p.m., Physics Department Lecture Halls. 5-5994.



Carmen Balthrop, soprano, Artists Scholarship Benefit Series Concert, March 11

Calendar Guide

Calendar phone numbers listed as 4-xxxx or 5-xxxx stand for the prefix 314- or 405- respectively. Events are free and open to the public unless noted by an asterisk (*)

In the absence of a calendar editor, all calendar information for Outlook is downloaded directly from inform's master calendar, located on the Internet. The editors regret that we are unable to accept calendar items at the Outlook office. However, submissions to inform can be made by e-mail to: calendar@umail.umd.edu or by mailing the information to the inform office at 2107 Stamp Student Union. To reach the inform calendar editors by phone, call 405-0825.

Please note that the inform calendar editors do not work for Outlook. They do, however, graciously welcome items for submission and input the information, ensuring a comprehensive calendar for both inform and Outlook.

Listings highlighted in color have been designated as Diversity Year events by the Diversity Initiative Committee.

For Your Interest

Balthrop and Heifetz Perform for Artist Scholarship Benefit Series

School of Music faculty members, soprano Carmen Balthrop and violinist Daniel Heifetz, perform at the Kennedy Center on March 11. The Terrace Theatre concert is the fifth annual at the Kennedy Center in the Artist Scholarship Benefit Series.

The evening begins at 7:30 p.m. with a welcome by Pres. William E. Kirwan and opening remarks by Wayne Curry, Prince George's county executive.

Balthrop works as associate professor of voice and as chair of the voice division at the university. She has performed with major opera companies and symphony orchestras including the Metropolitan Opera and the Brooklyn Philharmonic. Her Sony video cassette of Treemonisha airs annually on the PBS television network's "Great Performances" series.

Heifetz is professor of violin at the university and performs in recital and with orchestras around the world. Heifetz has been featured on the CBS nationwide program, the "Art of the Unaccompanied Violin," and on National Public Radio's "All Things Considered."

Pianist Jose Cáceres accompanies Balthrop and Heifetz in several selections. Cáceres is an alumnus of the university and has won national and international competitions including the Young Soloists' Competition of the National Symphony Orchestra.

Selections by Sergei Rachmaninoff, Antonio Vivaldi and Scott Joplin will be featured. One unique selection by Vivaldi, Concerto in A Minor for two violins and Orchestra, F.1, No. 177, has Balthrop singing the second violin part.

For ticket information, call the Kennedy Center box office at 202/467-4600.

Performance of "The Normal Heart" to Benefit AIDS Fund

The National Players will present a special 10th anniversary performance of "The Normal Heart" by Larry Kramer on Monday, March 11, at 8 p.m. The Tawes Theatre performance benefits the University AIDS Response Fund, which serves faculty, staff and students whose lives are affected by HIV or AIDS.

"The Normal Heart" is part love story, part political manifesto and wholly autobiographical, says director Alan Wade. "Larry Kramer wrote the play to let people see gay men just like anyone else," says Wade.

Tickets for the production are \$10 standard admission and \$7 for students and senior citizens. Tickets are available by mail order or in person. Phone charge is not available for this benefit performance.

For more information, call the University Box Office at 405-2201 (V/TTY) weekdays from 11 a.m. to 4 p.m.

Diversity Initiative Award Nominees Sought

The Diversity Initiative (DI) campus-wide steering committee asks fac-

ulty and staff to nominate campus individuals who have made significant contributions to the university's commitment to diversity during 1995. This is the second year DI will recognize outstanding individuals in the student, faculty, classified staff and associate staff categories.

The mission of DI is to build an inclusive campus community which is grounded in respect for differences based on age, race, ethnicity, gender, religion, disability, sexual orientation, marital status, political affiliation and/or national origin.

Those nominated will be asked to submit additional information about their contributions to the university and one letter of support. This information needs to be submitted by March 27. DI will present the awards on April 18.

To nominate individuals, submit your name and their names, mailing addresses and e-mail addresses (if applicable) by Monday, March 11, to the Diversity Initiative Awards, Office of Human Relations Programs, 1107 Hornbake Library.

For information, call 405-2838 or e-mail Krice@umdacc.umd.edu.

Distinguished Lecturer Series Nominations Sought

The Graduate School invites nominations for speakers for the 1996-97 academic year to continue its Distinguished Lecturer Series. The series aims to bring eminent intellectuals to campus who can speak across disciplinary boundaries and engage non-specialists.

The format of the series consists of two-day visits, which include one lecture to a general audience and seminars for students and faculty in the appropriate department.

Name recognition of nominees is essential. Nominations should be sent to David Lightfoot, Department of Linguistics, in Marie Mount Hall by March 11. (Hard copy, please.)

The next lecture in this semester's series is by Roger Wilkins titled, "Are We Taking Care of Our Democracy?" Wilkins, the Robinson professor of history and American culture at George Mason University, will speak Thursday, March 7, at 4:15 p.m. in 0204 Architecture Building.

Deadline Nears to Nominate Outstanding Woman of the Year

The President's Commission on Women's Issues seeks nominations for their Outstanding Woman of the Year Award. Submit nominations by Friday, March 8, to Margaret Bridwell at the Health Center.

The award presentation will be on Wednesday, March 27 at 3:30 p.m. on the patio of St. Mary's Hall. The rain location will be in St. Mary's Hall auditorium.

To obtain a nomination form, please contact the Office of the President's Commission on Women's Issues at 405-5806.

Black Faculty Staff Association Calls for Papers and Nominees

The university Black Faculty and

Staff Association will hold its ninth annual conference for African Americans in Higher Education on May 30 and 31 at the Greenbelt Marriott Hotel. The conference planning committee is issuing a call for papers for workshop presenters and is seeking nominations for awards to be given at the conference.

The conference theme, "Shaping Our Own Destiny: Beyond the Contract with America," will provide a forum for discussions about how African Americans in higher education can individually and collectively take control of their professional and personal futures.

Presentations which relate to this theme can focus on topics including education, politics, economics, spirituality, technology, finances and health. Potential presenters should submit a 100-word abstract describing their topic of discussion by March 18. Submit proposals to Marvin W. Scott, program planning committee chair, department of kinesiology. For more information, call 405-2480.

The conference will also recognize individuals who have made exemplary contributions to the success of African Americans on campus or to higher education as it relates to African Americans on a broader level. Details about nomination criteria and nomination forms can be obtained from Drusilla Pierce, awards selection committee chair, at 405-2629. Submit nominations to Pierce no later than March 17.

Muir String Quartet to Perform

The Muir String Quartet will perform Beethoven quartets at the university Ulrich Recital Hall on March 9 at 8 p.m. and March 10 at 3 p.m. A 90-minute seminar takes place before each performance.

These performances continue the quartet's cycle of the complete Beethoven quartets at the university. Tickets are \$21; \$9.50 for children over 7 and full-time students with ID; 10 percent discount for faculty, staff and alumni association members; \$2.50 discount for senior citizens.

To charge tickets by phone or for further information, call 403-4240.

Outstanding Student Employer/Employer Awards

It is time to honor that special student employee in your office. Nominations are now being accepted for the Outstanding Student Employee and Employer awards. Winners will be honored at an award ceremony on April 4 from 2 to 3:30 p.m. in Stamp Student Union.

The deadline for nomination forms to be completed and returned to the Career Center is Friday, March 8.

To be eligible for the award, students must be currently enrolled and be employed in part-time, internship or cooperative education programs since June 1995. Students should be evaluated on the following areas: reliability, quality of work, initiative, disposition and contribution to employer.

The awards are part of the National Student Employment Week celebra-

tion April 1-5. Sponsored by the National Association of Student Employment Administrators, the celebration increases community and campus awareness of student employment and the important role it plays in the educational experience of students.

For more information, call the Career Center at 314-9114.

Celebrate National Foreign Language Week, March 3-9

The staff of the Language Center join the members of the Foreign Language Instruction Committee and faculty and staff of the departments of classics, linguistics, all the modern languages and the Maryland English Institute, in inviting you to celebrate National Foreign Language Week March 3-9.

"Life Can Seem Like a Jungle without Learning a Foreign Language" is the theme for this year's activities which include a foreign language safari on the Internet and a poster contest.

On March 6, from noon to 1 p.m., in the multipurpose room of the Language House in St. Mary's Hall, learn about opportunities to use foreign languages and knowledge of world cultures at the university and abroad.

Also on March 6, visit the International Coffee Hour from 3 to 4:30 p.m. in Dorchester International House.

For more information about any event, contact the Language Center at 405-4926.

Institute for Systems Research Hosts Federated Lab Consortium

The Institute for Systems Research will host the first meeting of members of the federated laboratory consortium on March 4 and 5. The members are working on the U.S. Army Research Laboratory (ARL)'s Advanced Telecommunications and Information Distribution Research Program.

The meeting will be held at the University College Conference Center. The project is one of the three cooperative research agreements with industry and university consortia that the ARL entered into recently.

The agreements value totals \$122 million over a five-year period and establishes external centers for research in telecommunications and information distribution, advanced sensors and advanced and interactive displays.

Each of these areas is not only important to the Army's digitization efforts but also is of major commercial interest.

More than 100 individual project leaders and researchers will meet to finalize the project's research plans.

The university will lead the consortium's educational efforts. The award will bring more than \$5 million in funding to College Park.

For more information, please call Rebecca Copeland at 405-6602 or Bob Karig at 405-6604.